

Montana Instructional Alignment HPS Critical Competencies

Music
Grade 1

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.







Content Standard 4 Students analyze characteristics and merits of their work and the work of others.

Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

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| Content Standard 1 - Students create, perform/exhibit, and respond in the Arts. | | | |
|---|---|--|---|
| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
| 1.1 identify their own ideas and images based on themes, symbols, events and personal experiences | <ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear | Imagery |  1 |
| 1.2 use a variety of materials and sources to experiment with an art form | <ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music | Composing Performing Improvisation |  5 |
| 1.3 identify their own ideas and images based on themes, symbols, events and personal experiences | <ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others | Performing |  7,9 |
| 1.4 present their own work and works of others | <ul style="list-style-type: none"> Students will participate in group performances | Ensemble performance |  2 |
| 1.5 collaborate with others in the creative process | <ul style="list-style-type: none"> Students will respond to a variety of musical stimuli | Listening |  4 |
| 1.6 describe how a variety of materials, techniques and processes cause different responses | | Listening |  4 |

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.


| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|---|---|
| 2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form. | <ul style="list-style-type: none"> ● Rhythm: experience recognize, and respond to: <ul style="list-style-type: none"> - steady beat, silent beat - meter: strong and weak beat in duple and triple meter - duration: long and short sounds, relationship of note values qhwnQ - rhythm patterns: long and short sounds in patterns, visual notation of q n Q in repeated and recurring patterns, visual notation of h w - comparison of beat and rhythm ● Melody: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - high/low pitch - upward/downward motion - steps, skips, repeats between pitches - intervals Sol-Mi (5-3), Sol-La (5-6) - patterns of pitch to include Sol (5), Mi (3), La (6), Sol-Mi (5-3) Sol-La (5-6) Sol-La Mi(5-6-3) - pitches of the diatonic scale ● Harmony: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments - layers of sound ● Timbre/Tone color: experience, respond to ,and explore: <ul style="list-style-type: none"> - a variety of sounds - voice exploration (speak, whisper, sing, shout) - instrumental sounds - sound qualities (non-musical, vocal, instrumental, electronic) ● Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths - AB and ABA form | Beat Rhythm Steady beat Duple meter Note values Rhythmic patterns Melody Staff Intervals Solfege Musical alphabet Treble Clef Harmony Unison Accompaniment Texture Ostinato Round and canon Timbre Instrument families Form Verse and refrain Call and response Repeat signs |  1,2,3,4 |

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|---|--|---|---|
| 2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation. | <ul style="list-style-type: none"> • Expressive Devices: <ul style="list-style-type: none"> - relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft - changes in dynamics - select appropriate dynamics for a song - gradual changes in dynamics • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - fast and slow - change in tempo of a song - gradual changes in tempo • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - emotional content of music: - mood and meaning of lyrics in relation to expressive performance • Improvisation: identify and respond to: <ul style="list-style-type: none"> - call/response phrases - improvised responses | Mood Dynamic vocabulary Tempo vocabulary Phrase Tone color Style |  6,8 |

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|--|--|---|
| 2.3 Medium: perform vocal and/or instrumental solos, or in ensembles. | <ul style="list-style-type: none"> Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> - explore speaking and singing voices - echo melodic and rhythmic patterns - sing with appropriate posture, tone production, and diction - sing independently and in ensembles - sing with varied expressive qualities | Solo Chorus/ensemble Pitch matching |  1,2,3 |
| 2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment) | <ul style="list-style-type: none"> Identify and experience traditional children's songs, masterwork selections, American folk music, and music from cultures around the world, including Montana historical and indigenous cultures | Folk songs |  4 |
| 2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). | <ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods | Listening |  1,4 |
| 2.6 Presentation: participate in performances | <ul style="list-style-type: none"> Students will participate in individual and group performances Students will develop skills as an audience member | Audience Performance behavior |  9 |

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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|---|---|--|---|
| 3.1 Use art materials, techniques, technologies, and processes to create general responses | <ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music | Listening maps |  6,7 |
| 3.2 Communicate meaning through the art forms from selected subject matter | <ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples | Imagery |  3 |
| 3.3 Explore potential solutions to a given problem through the Arts. | <ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples | Imagery |  3 |
| 3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation | <ul style="list-style-type: none"> Expressive Devices: <ul style="list-style-type: none"> relate mood and meaning of lyrics to expressive performance Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> loud and soft changes in dynamics select appropriate dynamics for a song gradual changes in dynamics Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> whole and parts of a song same and different elements of songs(repetition/contrast) phrases, phrase lengths Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> melody alone or with accompaniment vocal or instrumental accompaniments Interpretation: respond to: <ul style="list-style-type: none"> a variety of musical styles relate mood and meaning of lyrics to expressive performance | Tempo Tempo vocabulary Dynamic vocabulary Interpretation Lyrics Composing |  9 |

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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|--|---|
| 3.5 phrasing, and interpretation | <ul style="list-style-type: none"> • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs(repetition/contrast) - phrases, phrase lengths • Interpretation: respond to: <ul style="list-style-type: none"> - a variety of musical styles - relate mood and meaning of lyrics to expressive performance | Phrasing Interpretation |  1,2 |
| 3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics | <ul style="list-style-type: none"> • Rhythm: experience and respond to steady beat, silent beat/meter, and rhythm patterns; respond to quarter, half, whole, eighth notes and quarter rests (q h w n Q) • Melody: experience and respond to high/low pitch, upward/downward motion, steps, skips, repeats, and simple melodic patterns; • Harmony: experience and respond to melody alone or with accompaniment (vocal or instrumental) • Dynamics: experience and respond to gradual changes in dynamics, loud and soft; select appropriate dynamics for a piece | Rhythm vocabulary Duration Melody Pitch vocabulary Sequence Notation Harmony Dynamic vocabulary Tempo vocabulary Expression Mood Tone color |  2 |

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Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.





| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|--|---|
| 4.1 Use vocabulary of the discipline (music) to describe a variety of works in art | <ul style="list-style-type: none"> Students will describe works using words such as fast and slow, high and low, soft and loud; as well as describing the mood and feeling of a work. | Appropriate musical vocabulary |  1,2,4 |
| 4.2 Describe personal works to others | <ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works. | Appropriate musical vocabulary |  1,2,4 |
| 4.3 Devise criteria for evaluation | <ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste. | Opinion Comparison |  9 |
| 4.4 Recognize a variety of different responses to specific works of art | <ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means. | Expression |  |

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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|--|---|
| 5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression | <ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology. | Genre Style Listening |  2,4 |
| 5.2 Identify and describe specific works of art belonging to particular cultures, times and places | <ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Traditional children's song literature, music from other cultures around the world, and traditional music from Montana historical and indigenous cultures will be studied and experienced in a variety of auditory, visual and kinesthetic ways | Style Genre Folk songs Pop music |  2,4 |
| 5.3 Recognize various reasons for creating works of art | <ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notion, traditional notation, and improvisation to recognize and create works of music. | Composing |  1,9 |
| 5.4 Recognize common emotions, experiences, and expressions in art | <ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. | Mood |  4 |
| 5.5 Demonstrate appropriate audience behavior for the context and style of art presented | <ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition rather than at the end of each movement, or clapping after each jazz solo, depending on particular musical style | Audience manners | 9 |
| 5.6 Explore their own culture as reflected through the Arts. | <ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures | Musical origins | 2,4 |

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Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

| State Established Benchmark At the end of 4th grade, a proficient student will: | OPI Essential Learning Expectation (ELE) (HPS Critical Competencies) | Vocabulary (for instructional purposes) | Technology Profile |
|--|---|--|--------------------|
| <ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. | | | |
| <ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. | | | |
| <ul style="list-style-type: none"> Identify the role of the Arts in the world of work | | | |
| <ul style="list-style-type: none"> Identify how art reflects life | | | |

